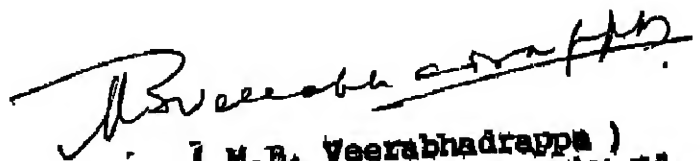


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" THE ROLE OF TEACHING SOCIAL STUDIES IN
ELEMENTARY SCHOOL IS THE ORIENTATION
OF YOUNG CHILDREN IN THEIR WORLD WHICH
WILL SERVE AS A FOUNDATION FOR FURTHER
INTIGRATION OF LEARNING IN THEIR LIEE
IN SCHOOL AND OUT OF SCHOOL."

- TEACHING THE SOCIAL STUDIES
IN ELEMENTARY SCHOOL.
By. J.M.LACEY. (1941).

CHAPTER - I

Introduction

With the idea of democracy, in a dynamic society, it was felt that if progress is to be achieved at all, and if order is to be brought to the confused civilization, every institution, every agency and all men must co-operate in an intellegent manner in an attempt to solve modern problems.

The complexities of modern civilization and various problems of modern life set the educators to consider the part that education must play if civilization is to survive and democratic idea of education to be successful.

So the idea developed that the school had a greater duty to perform and that "the corporate life of a school will be incomplete unless it has contacts with the wider world,"¹ and also that the school should undertake "the reformation and reconstruction task of the present day society with all its defects and evils."² In this way, two ideas developed -

¹ Nicholson, F. J. and Wright, V. K. "Social Studies for Future Citizens".
Pub: G. G. Harrap & Co.
Chap. VIII. 1953.

² Brubacher. "The School and the Social Progress."
Mc. Graw Hill Book Co, New York, 1950, Chap. X.

1. that the school should seek the adjustment of the learner to prevailing social ideals and institutions, and
2. that the chief function of the school should be to seek the reconstruction of society. It is generally held that the school should recognise that social ideals and institutions are constantly changing and that the success of the reconstruction of society depends upon the speed and skill with which its members learn to effect the necessary changes. Most modern educators believe that the school must help to develop the programme of reconstruction. If the second view is accepted, it is evident that the pupils must acquire a real understanding about the social environment, past and present. It means further that the pupil must develop such attitudes and abilities as will enable him to meet successfully the problems and situations that will confer him at the present time and he will have to face in the future.

So it came to be realised that the best way to educate a democratic citizen is to establish conditions and encourage situations that are as life-like as the school will permit out of which will emerge thinking, co-operative individuals, "possessing the eagerness to grow desiring to assume new responsibilities, knowing the meaning and value of

democracy as well as its problems, willing to defend their democratic faith under all circumstances and able to fulfill their duties as citizens of a democracy."³

As the idea developed more and more, it was felt that the schools are more than any other educational institutions fit for the development of competent individuals, who can grasp and understand the essential elements of human experience and adopt themselves to conditions that are continually changing.

From the following extract, one may have an idea how the necessity of teaching of Social Studies in schools - "Of late, an urgent demand has arisen for instruction in the social studies. Society has grown complex and people find it difficult to adjust themselves to the many, Social situations which they encounter" and again "Schools limited their teaching to socialising subjects---- to three R's, geography, history, maths, foreign language and social science. Because the condition of life changed especially since the World War II and the economic depression which seriously disturbed the social adjustment of a great many people. The conviction gained ground that mere socialising subjects are not enough. It is generally recognised that every one must be supplied with some insight into structure

³ Binning, Mohr and Meeby, "Organising Social Studies in Secondary School, McGraw Hill Book Co., 1941, P. 72.

of society in order to be prepared to meet the exigencies of life."⁴

Various changing philosophies in education, namely,

- 1) that learning must be adjusted to the abilities of the learner.
- 2) provision must be made for individual differences.
- 3) teaching to be done in natural life situations.
- 4) thinking to be developed through contact with actual problems contributed further to the realisation that civic responsibility and consciousness can only be attained by a realistic approach to the study of social institutions and social problems.

Social Studies is not a combination of many subjects. It is one independent field of study. It is, in fact, a study of relations and inter-relations his social, geographical and social and provides the young person with that basis of public knowledge and orientation to life, without which he is left unaware of the significance of study; his personality is denied the means of integration, his interests left unstirred and his energies unstirred. This course reveals to the child where he is in time, space and society. The Social Studies Committee of Schools Board Victoria in its publication has given the true concept of this subject in the following words - ⁵.

"What we study in Social Studies is the life of

⁴ Bining et al. "Organising Social Studies in Elementary Schools", P.73

⁵ Ibid. ⁶ James Hemring - Teaching of Social Studies in Secondary Schools, Page.3.

a man in some particular place at some particular time. We, therefore, use every possible 'subject' to help us understand his problems and how he dealt or deals with better understanding of present problems. We try to give our future citizens some true understanding of the development of man-kind. We attempt to trace with the children, the fascinating story of how man has developed through the ages, of how man has studied to use and control of his environment and how his life has been influenced by this, of how our institutions have grown out of the past and should, therefore, be respected and how they have undergone many changes to meet changing needs and must undergo many more from time to time. Man's struggle with his environment yesterday and today, man's use or misuse of his powers and resources, his development, the essential unity of civilization, these are the main themes of Social Studies. We are trying to break the habit of putting knowledge into water tight compartments, labelled History, Geography, Civics, Economics etc. We are also trying to train in the habit of thinking clearly, to be able to use all the knowledge at their command to solve problems and to be able to find the necessary information."

Aims and Objectives of Social Studies

a) Aims of Social Studies

In the words of J.F. Forrester, "Social Studies, as

the very name suggests, is the study of society and its chief aim is to help pupils to understand the world in which they have to live and how it came to be, so that they may become responsible citizens. It aims at promoting critical thinking and readiness for social change, at creating a disposition for acting on behalf of the general welfare at an appreciation of other cultures and a realisation of the inter dependence of man and mankind of nation and nation." The Secondary Education Association of U.S.A. has defined Social Studies, in these words - "Social Studies are understood to be those whose subject-matter relates directly to the organisation and development of human society and to man as a member of social group." Mr.M.P.Maffatt⁷ is of the opinion that a person may be a learned in Chemistry or Mathematics, he may be a skilled technician. But, if short sighted in his attitude towards fellow men, he is un-social and perhaps ill adjusted in many other ways. The art of living is a fine art to which Social Studies contributes understanding. The Report of the Secondary Education Commission in India has clearly stated as follows, " Social Studies as a term, comparatively new in Indian education. It is meant to cover the ground, traditionally associated with History, Geography, Economics, Civics etc. If the teaching of these separate subjects only imparts miscellaneous and unrelated information and does not throw any light on or provide

⁷ Ibid. P. 65.

insight into social conditions and problems or create the desire to improve the existing state of things, their educative significance will be negligible. This whole group of studies has, therefore, to be viewed as a compact whole whose object is to adjust the students to their social environment which includes the, family, community state and nation, so that they may be able to interpret intelligently the matrix of social forces and movements in the midst of which they are living. This subject should help the students to discover and explain how this adjustment has taken place in the past and how it is taking place today. Through this subject the students should be able to acquire not only the knowledge but attitudes and values which are essential for successful group living and civic efficiency. It should endeavour to give the students not only a sense of national patriotism and an appreciation of national heritage, but also a keen and lively of world unity and world citizenship."⁸

"Social Studies thus, is an inclusive but highly specific term which is applied to that area of school curriculum, which has a primary responsibility of helping the child to develop skills and understanding of human relationship. Social Studies deal with the study of man and his ~~man~~ relationships with other men and his environment. In other words we may say that Social Studies

⁸Ibid, P.72.

is the study of man in society and his interaction to his environment. It is therefore, that this subject includes elements of geography, history, sociology, political science, economics, anthropology and other allied fields. It draws material from all the social sciences, relating to the study of human relationships, human institutions and behaviour. This means that the topics selected for study in Social Studies will not be limited to any particular subject. In the process of study, there will be a natural movement into many fields, if in any way, it can help in the solution of human problems and understanding of the human society.

b) Objectives of Social Studies

Zakir Hussain Committee formulated some objectives for the basic schools. The following objectives may be accepted for the teaching of Social Studies -

- i) to develop broad human interests in the progress of mankind in general and of India in particular.
- ii) to develop in the public a proper understanding of his social and geographical environment and to awaken the urge to improve it.
- iii) to inculcate the love of motherland reverence for its past and belief in its future as a society based on co-operative socialism,
- iv) to develop a sense of responsibilities of a citizen as a member of the different groups like home, community and state etc.

- v) to develop right attitudes towards work and liessure and to inculcate the sense of dignity of labour.
- vi) to develop the realisation of material inter dependence of human beings so as to promote international under-standings.

The ever increasing enrichment of the personality of the child is the main aim of the social studies. The intricate social order is never static but evolutionary. Man not only adjusts himself to the changing social order but within certain broad limits intellegently influences and manipulates the social order. It is the task of the schools among other institutions to train the children to participlate effectively in an evolving society. The old axiom that " Knowledge is Power " still holds good. The limited period of formal schooling will not suffice to give even the most brilliant child all the knowledge necessary for control in all possible situations. But it is possible to direct educational system towards a more constructive part in preparing for better social living.

The educational value of a course in Social Studies is considerable. The objectives are two fold -

1. Knowledge and information
2. Qualities and powers of personality.

It fosters general and desirable attitudes of mind towards persons and things. It gives the child a growing sense of belonging to a place and to a community. The course provides factual knowledge of social background. It enables the

child to acquire and understand the social concepts. It provides for breadth of knowledge rather than depth. It is desired to meet the needs of men and women as people and citizens rather than as specialists. More than any other single study of course in the school, the course of Social Studies provides the latest scope for the acquisition of knowledge in a synthesised manner. A well regulated course of Social Studies gives a maximum scope for the acquisition of synthesised knowledge leading upto the development of desirable traits. It facilitates exploratory learning and flexibility of approach. These traits develop in him a spirit of self reliance and capacity to tackle problems essential qualities which cannot be developed under a system of spoon feeding.

Another valueable trait that develops in the child is team spirit. The greatest happiness of the greatest member is believed to be the aim of the country in the later nineteenth century. But in the democratic age of the present, a corrective must be provided to a narrow development of individual personality. Team work is the corrective. The Social Studies Course offers the facilities for cooperative work. It provides opportunities for varied treatment, achieve learning and cooperative endeavour. These enable every child to make a useful contribution.

Social Studies is broad based and its inclusion broadened the curriculum. Children trained activity in

Social Studies realise that life is a continuous process and not a static state of affairs. They understand that adjustment to the world around is necessary. They will be familiar with the current social and economic problems around them which will equip them with a capacity for spontaneous response and flexibility of outlook. It also develops a sense of social role on the part of the pupil. A sense of personal role, developing confidence, happiness, socialised persons. This is one of the main purposes of Social Study course.

The Social Studies course lays stress on co-operative exploration of history and the environment of mankind. Exploratory learning in groups makes them realise the fundamental fact of the inter dependence of mankind in many fields. In the course of exploratory, having the groups, they realise the creed for compromise. In this manner correct and desirable attitudes are developed. Thus it will help a great deal for the promotion of world peace.

There are various kinds, classes and types of objectives. From the public view point, they might be classified as social and educational or as social or individual. The social aims could, of course, be sub divided into religious, ethical, civic, political etc. The educational objectives, however, deserve major attention.

Social Objectives for Elementary Schools

Schools are the instruments through which cultures

are perpetuated. The objective of the school is to develop in children and youth, the behaviours necessary to bserve effective personality.

In considering objectives for each grade level, it is important to keep constantly in mind the objectives for the total elementary programme and for the school as a whole.

Broadly speaking, the objectives of the school are a description of behaviour characteristics essential to the realisation of our changing culture. The school as a united effort during the child's entire school years, can be exceedingly effective in weeding out those behaviour practices which are unworthy and preserving those which are worthy.

Objectives as behaviour

Working well with a group or a committee recognises and carries out his share of responsibility etc. adjusts interests of the group and treats others and their ideas with respect and courtsy etc. This includes covert and overt behaviour, knowledge and attitudes, skills and abilities, The advantage is that they direct the attention of the teacher to the actions of the children and give direction and meaning to the classroom experiences. At the same time, they provide a definite basis for effective evolution which becomes the process of observing, recording,

interpreting and reporting the behaviour of children.

Behavioural objectives are inter related - knowledge and understanding, values and ideals including attitudes, skills and abilities.

The behavioural objectives are -

- 1) development of understanding of our changing world,
- ii) development of high standard of value and ideals
a conception of world as it ought to be.
- iii) the development of individual competence necessary
to participate in the world as it is yet in a manner
conducive to the achievement of desired values and
ideals.

The main objective of Social Studies is for the development of democratic citizens. As an agent of society, school plays a major roll in the process of democratization of young citizens. The teacher will have to discuss with his pupils, the desirable and undesirable attitudes towards, local, national and international affairs. He will have to provide opportunities for all these developments. He could organise group work, for his pupils which would provide them the scope to develop a sense of co-operation service, for bearing, tolerance and such social virtues.

It should be emphasised that the building of understanding which begins early in the primary grades. Both child growth and development and common sense would advise against placing children in problems, topics and

materials for which they are not ready but concepts can be simplified to suit the developmental level of children and extended and given deeper as the child moves through the grades. The contribution which the Social Studies can make in primary grades towards the development of basic understandings of human relationships and human institutions needs much more attention. Since the Social Studies deal continuously with human relationships the development of desirable attitudes towards other persons and other attitudes is necessary concomittant of Social Studies instruction. Pupils ^{should} ~~show~~ develop the social skills such as organisation of group work, leadership, technical skill such as preparation of charts, models, using reference books, materials, collecting relevant data etc. Social living skill embrace the whole area of social adjustment and social sensitively and give the child the opportunity to develop self control and self direction. The development of skills of social living represents an exceedingly important outcome of Social Studies especially at the primary level.

Educational objectives in general are designed to state the whole purpose of the schools. They are frequently divided into various groups corresponding to the administrative sub divisions such as Secondary and elementary.

Educational objectives are also sub divided on the basis of subjects and further sub divided by grades. Each subject seems to be willing to assume a large share of the total objectives. Presumably all subjects will contribute to the objectives for their levels and the general educational objectives.

Objectives may be further classified on the basis of their specific purposes. On this basis they may be classified as skills information, habits, attitudes, loyalties and qualities.

Educational objectives should propose ideals and tasks within the comprehension of the pupils.

The following important objectives may be taken into consideration⁹-

- i) to acquire and understand social concepts,
- ii) to develop and study and reading skills,
- iii) to develop a desirable attitude,
- iv) to develop a wholesome personality,
- v) To learn the technique of co-operation,
- vi) to understand the inter dependence of people and nations,
- vii) to assume responsibility,
- viii) to prepare for useful work,
- ix) to become a participating citizen,
- x) to develop a critical thinking,

⁹Teaching Social Studies in High Schools.
Edgar Bruce Wesley, Page.125.

- xi) to respect all groups,
- xii) to uphold democracy,
- xiii) to cultivate aesthetic and intellectual interests,
- xiv) to understand social institution,
- xv) to promote world peace.

The Social Studies teacher has to bear in mind the following factors while he determines the objectives of Social Studies and plans the instructional programme for the realisation of those objectives.

1. Society - The teacher's efforts will be to enable the pupils to understand social problems, social, political and economic, current events and happenings, that relate to human beings. They will have to know, the need, the forms and functions of social organisations like the family, the neighbourhood, the school, the state, government and national organisation with which the members are actively associated. His programmes should help the pupils think not only of their rights but also about obligations towards society and composite associations. They should know to solve the problems around them.
2. Democracy - The pupils must learn the value of being an individual and at the same time a co-operating member of the group. Democracy is dependent upon both group action and individual integrity.
3. National feeling - It is in the family that the child first develops in him the feelings of generosity, tolerance,

freternity, understanding and such other social virtues.

4. Development of Head, Heart and Hands

A well developed personality of the child would also mean a well developed sense of citizenship in the child. The aim of education is to help the pupils to grow (a) well developed intellectual abilities, healthy positive attitudes and constructive skills. Certain abilities should be developed in the pupils.

5. International Understanding

It is necessary that the programme of Social Studies should mould the child into a mature enlightened, responsive and tolerant citizen with a wide international outlook.

Social Studies is broad based and its inclusion broadened the curriculum. Children trained actively in Social Studies realise that life is a continual process and not a static state of affairs. They understand that adjustment to the world around is necessary.

Relationships of Social Studies and other Subjects

Social Studies and Social Sciences *

Both Social Studies and Social Science deal with human relationships. Social Sciences are store houses of knowledge and the sources of scientific social findings. The Social scientist is always anxious to add to human

knowledge through his research and enquiry. In contrast with social science, Social Studies material is primarily designed for instructional purposes in schools. This material consists of those portions of Social Sciences which have been selected and adapted for use in schools. Thus, Social Studies, is the simplified and reorganised form of Social Sciences while Political Science is an advanced subject, Civics is a simplified form of Political Science taught and studied at lower level.

Physical Science and Social Studies -

There is a close relation between physical science and social studies. dealing with food, clothing shelter, weather, transport and communication have the science as well as the Social Studies aspects.

Language and Social Studies -

In the Social Studies instruction language plays an important part. It is through this medium, that we can correctly evaluate the real grasp of the subject matter on the part of the pupils. While teaching Social Studies, we provide opportunities to our pupils for discussing, speaking, debating paper reading, narrating and stating their experiences in writing. While motor activities are important to primary children in acquiring and expressing Social Studies understandings, language skills are paramount to children's adequate development in the field. A child,

needs to acquire skill in listening to the experiences of others. He needs to express his new ideas in words in order to clarify his learning. That is language is a tool for thought, and the child who is able to put his thoughts into language has in the process thought about it more ably."

So in order to gain academic stature, the child must grow in his ability to use both oral and written symbols with skill. Both written and oral language serves the purpose of clarification of thinking. The Social Studies teacher will teach Social Studies in the mother tongue as an educational instrument.

Art and Social Studies -

Art also intimately related to Social Studies. In Social Studies, pupils are required to draw pictures, maps, diagrams, cartoons, time lines, weather charts and many other things. They are also required to do models and dramatic performances. Under the leadership of the imaginative teacher, a large number of art and craft activities are undertaken by pupils as an important part of Social Studies.

The Social Studies will draw the functional knowledge from various subjects. Thus, the subject matter of Social Studies will consist only of very simple and reorganised items of information and experience from various fields, which have a practical value in the daily lives of children.

Need of the Social Study in the Currioulum -

The subject of Social Studies is in need of this new orientation in India in view of the great and various changes effected her national life of the Second World War. India has now emerged into a sovereign Democratic Republic. Due to the industrialisation and urbanisation, she has to shoulder heavy responsibility of educating her citizens carefully for proper adjustment to the new environment. She has to develop in her citizens, the social awareness and experience human relationships and inter dependence, civic duty and serviceableness by a carefully planned scheme of instruction. Hence a course of Social Studies, with this view, new prospective and based on intigrated pattern will be the best means of democratic education for a life that encourages individual growth and development towards collective progress in a welfare state. There are many logical and psychological reasons also for including a course of Social Studies in the school curtribulum. The need of Social Studies is for the development of socio-civic and personal behaviour. No society will prosper unless its members behave in ways which farther its development. Man's behaviour tends to reflect the values, ideals, beliefs and attitudes which he accepts.

Children at any age are primarily concerned with personal and social aspects of their own natural and social environments, first in their own houses, with the members

of their own families, then in the neighbourhood and the school with various works and play grounds, later in the community, with many groups of people. Their education broadens as their environment widens to include the region in which they live, the nation and the world. The Social Studies is the only the subject which enables the individual to know something of his own and society around.

The Social Studies programme is closely related to every day living, hence, Mr. Breinwell says, "In another respect, Social Studies is like democracy, a way of life. Children learn Social Studies by living it". This implies that pupils learn subject in the classroom and the school, at home, on roads and while travelling all the time and everywhere they live and grow.

The Report of the Education Commission also feels the importance of Social Studies in the school curriculum as follows, " the aim of teaching Social Studies is to help the students, to acquire a knowledge of environment, an understanding of human relationships and certain attitudes and values which are vital for intelligent participation in the affairs of the community, the state, the nation and the world. An effective programme of Social Studies is essential in India for the development of good citizenship and emotional integration."¹⁰ Our highest

¹Report of the Education Commission, 1964-66.
Page 200, 201.

objective is better relations in the world. The objective of better relation involves many related values, the necessity of setting differences among men by discussion rather than by force an understanding of the basic similarities among all people a realisation of cause and effect in both history and geography of a nation and a feeling of bonds of a common brotherhood among all peoples of the world.

So in view of increased importance of social studies at all levels of education, the writer has felt the necessity to find out the difficulties that faced before the teachers teaching of social studies in elementary schools and tried to suggest some solutions.

CHAPTER - II

Previous Study in the Field

No such study was conducted previously in the field in Mysore State.

As far as the investigator could try, he could found only a paper prepared by one Shri T.S. Mehta, Field Adviser, Department of Curriculum and Text Books and read in the Half Yearly Conference of State Institutes of Education held at Srinagar (Jammu & Kashmir) in 1965. The subject is "Improvement of Teaching Social-Studies in Elementary Stage and in the Teacher Training Institutions". He has pointed out some problems in teaching Social Studies. He also suggested for supply of materials and to give teachers inservice training for the teaching of Social-Studies in teacher training institutions.

Currently numerous efforts are being made to revise the teaching of Social-Studies in the Elementary Schools. About six years ago, the American Council of Learned Societies published a volume including chapters on the contributions of several disciplines to the Social-Studies Programme. And of scholarly associations including American Anthropological Association, American Economic Association and American Historical Association have established commissions and committees or projects, for contributing for the improvement of teaching Social Studies. There are also in U.S.A a number of projects have worked in the field of

teaching Social-Studies.

Statement of the Problem:

The present condition of teaching Social-Studies as a school subject is in a state of confusion. The teachers have continued their own traditional way of teaching which is dreary and unimaginative. There is also no coordinated teaching of Social-Studies in Elementary Schools. When the teachers teaching Social Studies subject, skip over other subjects without receiving the importance of activities concerning Social Studies. No coordinated teaching in the subject with all its projects, activities, group work and discussion etc., is never undertaken and pursued in any of the schools visited. Here the investigator has tried to find out the causes and give some solutions for the benefit of elementary teachers.

Hence the investigator felt the concern as to why the teachers do not employ dynamic methods of teaching Social Studies.

The investigator wanted to know why these teachers do not take up coordinated teaching of the subject.

The problem is the investigation of the present study "Problems of teaching Social-Studies in Elementary Schools in Mysore District". It is mainly concerned with the finding out the problems and solutions for the successful programme of teaching Social Studies in the District.

Under the descriptive research the investigator has made use of the school-survey method.

The following purposes are served under study:-

1. To describe the prevailing practices and conditions.
2. To discover the relative importance of the problem.
3. To identify the difficulties in achieving the objectives in teaching social-studies in elementary schools.
4. To analyse the use of sources.

Observational

As a data gathering device, direct observation has been adopted under Descriptive Research. Observation has been recorded simultaneously so as to minimize errors that result from faulty memory.

The following standards are kept in view of the observer and his observation:-

1. The observation is carefully planned, by systematic and perceptive. The investigator knows what he is looking for and what is irrelevant in a situation.
2. The observer is aware of the wholeness of what is observed.
3. The observer separates the facts from the interpretation of the facts. He observes the facts and makes his interpretation later.
4. Observations are checked and verified wherever possible.
5. Observations are carefully recorded. *

Interviews:

The investigator has also made use of the device of interview for data gathering to some extent though the investigator to face many draw backs as this technique is put in the words of John W. Best, "Since the objectivity, sensitivity and insight of the interview is crucial, this procedure is one that requires a level of expertness not ordinarily possessed by inexperienced researchers".

The investigator had also an opportunity to meet and discuss the following teachers and officers of the departments:-

- i) 150 Primary school teachers.
- ii) 80 Middle school teachers.
- iii) 60 Pupil-teachers under training in the training institutions.
- iv) 18 The Inspectors of Schools
- v) The other officials concerned.

Interview with all these the investigator was helped to a great extent in analysing the problem and to draw some conclusions.

To feel the pulse of the problems the investigator himself took the classes in the elementary school. He taught the students II, III, IV and experienced in facing the problems of accommodation, equipment, text book and time factor.

Delimitation of the Problem

The investigation has delimited:-

- 1) To study the problem of teaching Social Studies of Elementary Schools in Mysore District only.
- 2) To get the information from the officers, teaching staff in Elementary training institutions and Elementary School teachers
- 3) Problems of methodology of teaching Social Studies.
- 4) Significance of the Study.

It is hoped that this paper may provide a sort of reference to Social Studies teachers in Elementary Schools. It may be helpful to teachers of varying degrees of experience and competency. Since it is based on the observations of many class-room situations that have been carefully estimated by the investigator.

The investigator has limited his field:

- i) to the Elementary Schools of Mysore district only.
- ii) to investigate the problems of methodology in teaching Social Studies in these schools.

He has touched the following areas also which has a direct or indirect bearing on the teaching of Social Studies:

- a) Equipment
- b) Accommodation
- c) Community Cooperation
- d) Text Book
- e) Time factor

CHAPTER - III

Analysis and Interpretations

Teaching Method - On observing in 40 Elementary Schools, the investigator could find that the teachers are teaching the subject fully depending upon the text books. They are not teaching any thing more than what the text book contains. The teaching is also only telling method. 60% of the teachers do not explain even the content of the text-book. They are not trying to understand the Psychology of the pupils. Though some activities are being taken occasionally in the schools, the teachers are not coordinating them in teaching Social-Studies. The pupils are not stimulated by the teachers in the schools visited and observed by the investigator.

The investigator felt that the subject is not being handled by properly qualified and trained teachers. Teaching methods are dreary and unimaginative. The teaching of Social-Studies is in a state of confusion and so the functional programmes should be undertaken in elementary schools in teaching Social-Studies in the hands of the enthusiastic and able teachers.

Teaching consists of causing others to learn the roles of a teacher, then, may include those of guide, director, stimulator and leader of students learning. If the teaching is the process of leading others to learn, then it follows that methods of teaching are directly

relatable to methods of learning.

Method is a means or procedure which is followed by a teacher to make learning easy and effective. It is composed of several important steps which are logically and systematically arranged by the teacher. Many of the steps used in one particular method may also be used in other methods. The combination of these steps into an effective procedure is the responsibility of the teacher. It is his duty to find out effective ways of guiding pupils to learn and develop. Generally speaking in the words of B.D. Shaida, "Method is the process of planning, guiding, sharing and evolving, learning with a group of students"¹² and also says, "Method is thus "One of the most fundamental aspects of education and the central problem of teaching"¹³

Method is something personal. Every teacher has got his own method of teaching. Method must be flexible and workable and should never become stereo typed.

The subject of Social studies is an informative subject and it is easy for pupils to study it themselves. However the study of the subject finds to catch the imagination of the pupils carefully because of the faulty method of its teaching.

The teaching of Social-Studies should be activity centred instead of being book centred and it should be

¹² B.D. Shaida; "Suggestions for the teaching of Social-Studies." P.120

¹³ Ibid P. 120

remembered at the same time, it will always be possible to confine these activities to class-rooms or even the school buildings.

In the teaching of Social-Studies more importance is attached to the development of attitudes, ideals, habits and skills than to the acquisition of knowledge. Hence an activity method is more suitable.

Some of the activities, relating to the social environment, which can be fruitfully utilised for the teaching of Social-Studies may be enumerated below:-

- 1) Celebration of Jayanthis, festivals, National and Inter-national days.
- 2) Mass cleanliness and sanitation
- 3) Flower gardening and plantation of trees.
- 4) Preparation of mid-day-meals.
- 5) Songs, music, dramatization, debates, radio etc.
- 6) School Assembly and School Government.
- 7) Social and rural upliftment work.
- 8) Field trip and excursion etc.

It is also the function of Social-Studies teaching in our country to promote citizenship. This requires that our elementary schools where correlated teaching in Basic Education may be successfully attempted should aim at developing the following, understandings, appreciations, attitudes, ideals, habits and skills in children through teaching of Social Studies:

- 1) Interaction of man with physical environment for the satisfaction of various needs.

- i) Personal and Community hygiene.
- ii) Aesthetic interest.
- iv) Creativeness
- v) Friendship
- vi) Tolerance
- vii) Co-operation
- viii) Respect for all Casts
- ix) Justice
- x) Open mindedness
- xi) Discipline
- xii) Civic responsibility
- xiii) Courtesy
- xiv) Health habits
- xvi) Punctuality
- xviii) Speech
- xix) Reading
- xx) Writing
- xxi) Critical thinking
- xxii) Problem solving etc.

These qualities can be fostered if a right method of teaching Social-Studies is followed. Correlation is a procedure in which knowledge is imparted on the basis of useful, productive and purposeful activities. It upholds the principle of "learning by doing" one of the important maxims advocated by John Dewey and other.

Lesson Planning:

The investigator after visiting schools and discussions he was told by 85% of teachers that it is not possible to prepare lesson notes in elementary schools. But the investigator feel that atleast making some of points of particular lesson is very important.

Lesson Planning is of great importance. Poor teaching is largely due to poor planning. The effectiveness with which the teaching technique are combined in a lesson can make or break a lesson and the teacher though it is impossible to prepare lesson plans in lower elementary schools, the investigator feels it necessary to prepare plan of work in regard to teaching of Social-Studies.

The investigator could find that no schools is teaching current affairs in elementary schools. About 92% of the teachers feel that the pupils are not capable of grasping the ideas in teaching current affairs. The study of current affairs helps pupils to understand their contemporary world to develop skills in making significance decisions and positive judgements regarding the democratic way of life. But it is unfortunate our elementary school teachers are not even to try to make the pupils to know what is going on in other parts of the world.

The teachers should make themselves clear about the current affairs and current events. Current affairs involve contemporary developments that affect the welfare of the people over relatively long period of time. Current event

on the other hand, represent occurrences of transitory nature and minor significance.

Handwork:

Hand work encourages some pupils to learn Social-Studies. It makes use of special interest and activities. It provides variety in teaching. The resulting products frequently helps to develop the understanding of other pupils. Good handwork can make a class-room attractive. The investigator could not find the hand work done by the teacher in any of the schools. The best projects can be saved to use as teaching aids for the future. Getting ideas to prepare hand work can be had from two courses of study. The handwork can be done at home or in the presence of the teachers in the schools.

Creative Writing:

This can be taken up by the teachers engaging the talented children to write letters, descriptions of the places and objectives, poems etc.

Use of maps, globes and time lines:

Some teachers fail to teach the necessary skills and knowledge without making use of maps, globes and time lines. Frequent lessons involving the use of maps and globes should be taught in order to develop the definite knowledge and skills. Blank maps may be used as drill material.

Accommodation:

Out of 140 primary schools, 60 schools are in the villages and they are having the space around the schools

for the purposes of play ground and other programmes.

Out of 90 middle schools, which are located in the taluk headquarters or in towns exceeding 2500 population. The investigator found that 60 schools are making use of the surrounding places for the purposes of play ground. But they are not having separate independent room for purposes of Social-Studies and other activities like museum, reading etc. But the village condition cannot permit for separate Social-Studies room. There is no separate hall for assembling and other discussions. The investigator came to know that no school is utilizing the available accommodation for the purposes of Social-Studies programmes. Those schools having no space and separate rooms may temporarily arrange with the help of the Community for Social-Studies activities like drama, discussion, music, lecture etc.

Equipments:

Regarding basic equipment of the schools, the investigator could get the information about the existing condition of the schools. Out of 140 schools, 110 are not having maps, globes charts, 64 primary schools are having only wooden planks for scaling. In city and taluk areas, only 12 schools are having maps of continents, India. But they are not having maps of different States of India. The condition of maps are not satisfactory. They are not

kept properly. Proper caring is necessary in keeping the teaching materials in the school. Actually no school is having charts,

Desirable Social-Studies equipment:

Specific teaching material can greatly improve the effectiveness of many Social-Studies lessons. Some of these materials because they are needed frequently should be located in every Social Study class room. Others may be available out side the school.

The teachers felt that the following materials are essential:-

- 1) In the class-room: Maps of world, Political and Physical, Asia, India and Political and Physical, Best outline maps. A large globe, (Political and Physical), Different States of India, Mysore in particular Political and Physical, Bulletin Board, Black Boards, Big and small.
- 2) In the School: Radio, Library, Television and Tape-recorder, A 16 mm sound Movie Projector and Screen, Audio-visual aids etc.

Time Factor:

After interviewing the teachers the investigator came to the conclusion that the present allotment of periods for Social-Studies in the time table is inadequate as compared to other subjects. The teachers could make use of some time for the Social-Studies programme with the permission of the higher authority.

The village school teachers can not find time other than school hours due to some inconveniences as stated by

them. Some of the children also coming from neighbouring villages and they cannot stay after the school hours. So the teacher cannot organise any sort of Social-Studies activities in his school. Any way, the investigator could suggest that the time table may not be followed rigidly. On every Saturday after or once in a month, some kind or the other activities should be taken place in the school in order to make the Social-Studies popular.

Text-books:

The investigator could get the information that 350 children of 102 elementary schools are not having Social-Studies text books. The reason is said to have been that the parents are not in the position of getting their children required books. The Social-Studies text books are as good as other subject books and hence the teachers should see that all the children are owning books. At the same time the teacher should see that books are maintained properly so that the children may refer them through out the year.

The teachers should know that the text books are the basic in learning of Social-Studies. More than the information, many activities, listed in the courses of study depend on it. Much valuable teaching time is saved when the pupil uses it to study at home and it is also useful to teachers to get up to-date information. But the teacher should not depend upon text book only which is undesirable

as the text book is not an end in itself especially in teaching of Social-Studies. It is only of the means. Teachers must help pupils learn to use it properly.

The existing text books on Social Studies are written by well experienced authors in the field. But most of them do not contain attractive pictures. As regards the exercises given at the end of the lesson it is found that the teachers are not able to make the pupils to do all the exercises for want of time. The investigator could suggest the guide books are necessary for teachers. If all the exercises could not done, some important exercises should be done in the class-itself.

Free materials like magazines, charts should be supplemented along with the text books during teaching work. After investigation of the schools, the position of library is very sad. It seems even the teachers are not using the library books reference. No school is equipped with recent books especially pertaining to Social-Studies teaching in elementary schools.

Library

"Library is the intellectual nerve centre of a good school, the hub of its academic life, inspiring students to read and cultivating in them a sincere love of books".¹⁴

¹⁴ S.A. Pines, "Experiments in Secondary Education"
Ministry of Education, Govt. of India
1956, P. 17
New Delhi.

So library is a device of teaching specially in teaching Social-Studies. Library is definitely indispensable

Socialized Recitation - This device is applicable to the introduction of the topic, talking over a significant event, and for preparation for studying a problem. It develops reflective thinking. It supplements previous knowledge. It encourages creative expression. It develops desirable social attitudes by providing practice in a large variety of socialized situations. It provides for cooperative thinking. It may be in many forms organising groups and electing a group leader and for discussion.

Supervised Study

It is a device of teaching is quite useful in Social-Studies. Under the supervision of the teachers, the knowledge of pupils is broadened, the better pupils' relationships are developed.

Dramatization

Dramatization can be used in Social-Studies, but it cannot be used frequently because it consumes much time. The teachers should see that atleast twice in a year this programme is arranged.

Using Community Resources

The Social Studies classroom needs space for the use of an abundance of instructional materials and equipment that permits their convenient storage when not in use.

A rich abundance of instructional material for the Social-Studies stands available in the resources of the local community. Every community contains some traces of the past and some counter-parts, if not direct evidence, of cultures in other parts of the world.

Local resources of use in teaching are those that have educative value. Three general categories of local resources are clearly utilizable in Social-Studies:-

- 1) Elements of natural and manmade environment involved in or affecting human relationships.
- 2) Human resources, particularly groups and their relationships.
- 3) Intangibles, including local customs, traditions and beliefs.¹⁵

Use of resources of the local Community brings to the student a sense of reality about the Social-Studies. Using local resources brings the students into contact with the other members of the local Community. Use of local resources, like that of other instructional materials involves some political dangers and difficulties for the teacher and his students.

When the Social Studies teacher has made effective use of local resources, he should find tangible and desirable results. In so far as these are evident in and evidenced by students, they include:-

- 1) Increased pride and interest in the local Community.

15. Jonathan G. Mo. London. "Social Studies in Secondary Education". P. 373

- 2) Increased interest in the Social-Studies.
- 3) Realization that the local Community is part of the social web composed of inter-related and inter-dependent Communities.
- 4) Awareness of the necessity for individuals' contributions to the Community and its activities if it is to survive, grow and prosper.
- 5) Realization by students of the necessity for all members of the Community to co-operate in what is expected of them as good citizens.

Qualifications of the teachers
working in Elementary Schools.

Out of 140 schools, 96 schools are in rural area. Remaining 44 schools are in urban area. Out of 96 schools, 92 schools are single-teacher schools. The teachers of those schools are all trained. Their educational qualification is normally middle school certificate course. Four teachers are S.S.L.C failed. 86 teachers are S.S.L.C and S.S.L.C. (S.P.S) 42 teachers are either basic or non-basic trained.

By this, the investigator could understand though the teachers are trained, they are not able to organise any Social-Studies activities. So the investigator feels that one months orientation training in each training institution should be given to the teachers so that they may understand the importance of the Social-Studies programme, and to conduct some beneficial activities.

Evaluation:

Social-Studies teacher must continually evaluate the progress of pupils and the effectiveness of their teaching through tests. The teacher can maintain a record in achievements of the children in learning and different activities. The investigator feels that occasional evaluation of school work is useful to officers, teachers and parents and pupils alike. The best way of evaluating Social-Studies is to hold an Assessment and Evaluation Day. To make the Social-Studies a popular subject, teachers should arrange for the participation of parents in the programmes.

CHAPTER - IV

CONCLUSION:

On studying the qualifications of the teachers, the investigator feels that the general knowledge of the teachers is very poor which requires most essentially to teachers in the elementary schools. Besides of their educational qualifications, the existing condition of the knowledge of the teachers is to be increased by reading reference books, magazines and news papers etc.

Regarding accommodation, the schools are generally having no additional rooms for Social activities and public speech.

The existing condition of the equipment which is necessary for teaching Social-Studies is not at all satisfactory and is altogether neglected.

The teachers are making use of the time available in the schools only to teach different subjects ignoring all the importance of Social-Studies activities. The teachers are not taking interest to make the pupils activity centred through some of the suggestions given in the syllabus.

The teachers are teaching Social-Studies what is contained in the prescribed text books. But they are not competent to teach any thing more than that.

The schools visited by the investigator are mostly not having news papers, magazines, and the free materials which are necessary to teach Social-Studies. The schools which are situated in towns are having libraries but they are all out dated and out moded. No school is engaged in new devices of teaching Social-Studies like making use of the libraries, supervised study, handwork, creative writing, making use of maps, globes and Time lines and local community resources.

It is strongly felt by the writer that besides intellectual development, the children should be taught to feel for others to have their own country and people and to respect their superiors. What is lacking to-day is the emotional maturity, inspite of all academic preparation. The teachers Social activities are therefore no less important than any other activities of academic nature. There should be a reawakening of the entire teacher Community so as to inspire the younger generation. Unless the teachers accept this challenge with spirit of dedication and national service, there would remain little hope of any real change for the better.

Suggestions for Further Study:

- 1) Method of Teaching Social-Studies.
- 2) Study of correlated teaching method of Social-Studies in Basic Education.
- 3) Psychological basis of teaching Social-Studies in Elementary schools.

- 4) Study of Social-Studies library in different schools in Mysore State.
- 5) Comparative Study of Social-Studies Activities in various schools in Mysore State.
- 6) Place of History, Geography and Civics in Social-Studies.
- 7) A Study of Community participation in Social-Studies programmes.
- 8) Study of identifying the needs and interests of the children in Elementary schools.
- 9) Study of problems in organising Social-Studies activities.
- 10) Problems of preparation of teachers Social-Studies in Elementary teacher training institutions.

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